

# Teacher Effectiveness and Support for Growth



Using meaningful  
evaluation to  
increase  
effectiveness of  
teachers and  
leaders



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# Overview for Today

Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



## 1. Rationale

Why we are doing this?

## 4. Status

Determining educator effectiveness status

## 2. MET Research

Key ideas from recent research

## 5. Support

Professional development for improving practice

## 3. Standard 6 & 8

How we'll include student growth in educator evaluations

## 6. MSLs

Measuring growth in currently non-tested subjects

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Today, we will review many of the key developments in the area of educator effectiveness.

- First, we will review how this work will lead to better outcomes for students.
- Second, we will look at the research on how to best measure teacher effectiveness, and discuss how NC's efforts align, and are building on, key findings.
- Third, we will discuss the new sixth standard for teachers and eighth standard for principals and assistant principals.
- Next, we will review educator status, an enhancement to the existing NC Educator Evaluation System.
- Fifth, our efforts on educator effectiveness depend on strong professional development to help all educators become even better at what they do.
- Lastly, most educators in NC are teaching currently non-tested grades and subjects. We will discuss how the State is involving 800 educators to design how we will measure growth in these areas.

# Overview

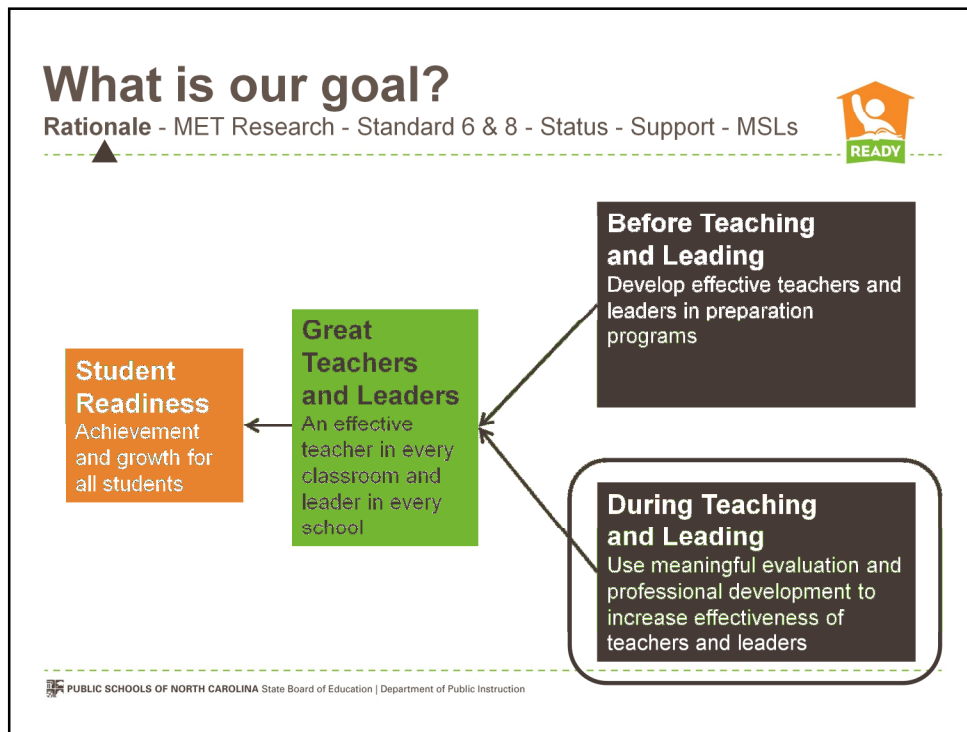
Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



The central focus of **READY** is improving student learning ... **by enabling and ensuring great teaching.**



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This is our logic model for how we improve the achievement for students by making sure that we have high-quality teachers.

Our end goal is to have achievement and growth for all kids. A major factor that will help us get there is having an effective teacher in every classroom and an effective leader in every school.

If we take another step back and think about how we get those effective educators in place, we have to take two paths:

1. Over the next ten years, NC will need tens of thousands of new teachers as many of our current educators retire. Working closely with teacher and leader preparation programs will ensure that those educators enter schools with the skills and knowledge they need to be effective from the beginning.
2. For the many educators already in schools, we need to deploy targeted professional development to help them become even better at their craft.

# What is our goal?

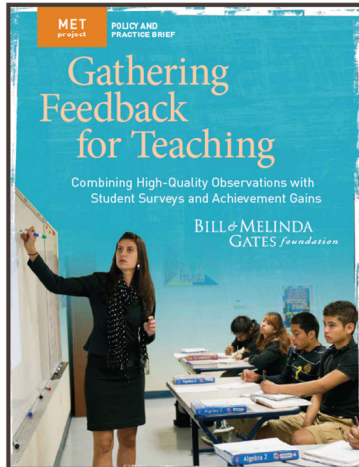
Rationale - MET Research - Standard 6 & 8 - Status - Support - MSLs



**Big Question:**  
What is the best  
approach to  
Educator Evaluation  
and how do we get  
NC there?

# Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support - MSLs



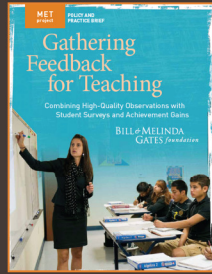
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The Bill and Melinda Gates Foundation started the Measures of Effective Teaching (MET) Project in 2009. Since then, MET has reached over 3,000 teacher volunteers in six school districts: Charlotte-Mecklenburg Schools, the Dallas Independent School District, Denver Public Schools, Hillsborough County Public Schools, Memphis City Schools, and the New York City Department of Education.

The goal of the project is to improve what we know about effective teaching, including how to provide meaningful feedback to teachers,

# Measures of Effective Teaching

Rationale - **MET Research** - Standard 6 & 8 - Status - Support - MSLs

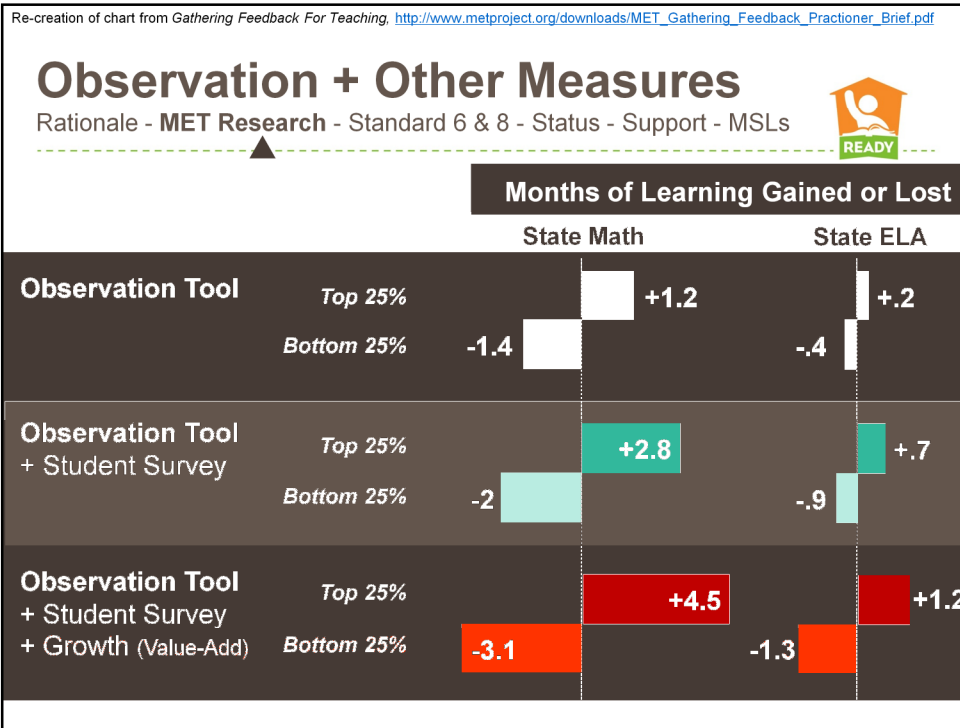


This research suggests:

- **Multiple measures** are important.
- Including **student growth** improves objectivity of evaluation.

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The key findings to date have been that educator effectiveness is best measured through the use of various quantitative and qualitative measures that are tracked over time. Researchers also found that explicitly adding student growth to the teacher evaluation process increases the objectivity of the evaluation.



As evidence of the importance of multiple measures of effectiveness, the MET Project has examined the difference in learning gains between teachers evaluated in the top and bottom quartiles, relative to their peers.

When only an observation tool is used, students with the most effective teachers have an additional 1.2 months of growth in math and .2 months in ELA while students with the least effective teachers lost 1.4 months of growth in math and .4 months in ELA.

When an observation tool and a student survey are used, the teachers identified in the top quartile have students who gain an additional 2.8 months of learning in math and .7 months in ELA. Students with teachers in the bottom quartile are losing 2 months of growth in math and .9 months of learning in ELA.

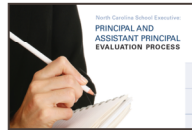
The most powerful correlations are seen when the most effective teachers are identified with an observation tool, a student survey, and an examination of student growth. When this complete picture is put together, we see that students with the most effective teachers gain an additional 4.5 months of learning in math and 1.2 months in ELA. Students with the least effective teachers are losing 3.1 months of learning in math and 1.3 months in ELA.



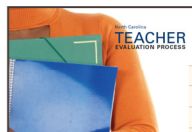
# What We Have



## Evaluation Tools



Standards 1-7



Standards 1-5

## Some Assessments to Measure Growth

End of Grade  
End of Course  
VoCATs

Standard 8

End of Grade  
End of Course  
VoCATs

Standard 6

## From the MET...

- ☒ Observation Tools
- ☒ Assessments to Measure Growth
- ☐ Student Survey

**Exploring**  
Pilot in 29 LEAs in  
2011-12

NC is in a good place to implement the best practices identified in the MET Project. We have evaluation instruments for teachers and school administrators. We also have some assessments that measure student growth, with more in development. We are exploring a student survey with 48 LEAs from across the State.

### *The LEAs are:*

*Alamance-Burlington School System, Alleghany County Schools, Anson County Schools, Ashe County Schools, Asheboro City Schools, Asheville City Schools, Cabarrus County Schools, Caldwell County Schools, Charlotte-Mecklenburg Schools, Chatham County Schools, Columbus County Schools, Duplin County Schools, Durham Public Schools, Edgecombe County Schools, Gaston County Schools, Greene County Schools, Guilford County Schools, Halifax County Schools, Hertford County Schools, Hickory City Schools, Hoke County Schools, Iredell-Statesville Schools, Johnston County Schools, Lenoir County Schools, Nash-Rocky Mount Public Schools, Mitchell County Schools, New Hanover County Schools, Perquimans County Schools, Richmond County Schools, Rutherford County Schools, Surry County Schools, Swain County Schools, Thomasville City Schools, Tyrrell County Schools, Union County Public Schools, Wake County Schools, Warren County Schools, Washington County Schools, Wayne County Schools, Weldon City Schools, Wilkes County Schools, Wilson County, and Winston-Salem/Forsyth County Schools*

# What We Need



- **Standard 6 and 8**

**We need a state-adopted growth model  
and a fair 6 & 8 rating strategy**

- **Status**

**We need an overall method to determine  
educator effectiveness status**

- **Measures of Student Learning (MSLs)**

**For those grades and subjects that are currently non-  
tested, we need ways to measure growth**

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NC needs three things:

1. A standard, statewide way of measuring the impact that each teacher has on student learning – and a method for directly incorporating this into the teacher evaluation instrument. The State Board of Education already added the sixth and eighth standards to the teacher and principal evaluation instruments, respectively, and is working on finalizing the rating categories.
2. A common process for identifying effective teachers and leaders. All students in NC deserve an effective teacher, whether they live in Pamlico County or Cherokee County. Thus, we need to have statewide standards for effectiveness. The State Board of Education is in the process of putting these educator statuses into policy.
3. Measures of student growth in all content areas. Teachers in social studies, arts, and other content areas do teach their students meaningful skills and knowledge. As such, the contribution they make to student learning should be based on students' growth in those subject areas. The State has brought together 800 teachers to guide the development of statewide Measures of Student Learning to capture growth taking place.

# Standards 6 & 8 – The Basics

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLS



## Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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## Principals (and other Administrators)

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro- political Leadership	8 Academic Achievement Leadership
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In July 2012, the State Board added the sixth and eighth standards to the teacher and administrator evaluation instruments.

The sixth standard is **teachers contribute to the academic success of students.**

The eighth standard is **Academic Achievement Leadership.**

# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLS



## Teachers



## Principals



Standard 6 and 8  
are measures of

# Growth

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Both the sixth and eighth standards measure student growth, not proficiency. All students (even those who enter the school year above- or below-grade level) can make growth over the course of a year, and deserve a teacher who can help them meet that milestone.

# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLS



## Teachers



We will use

## Educator Value-Added Assessment System **EVAAS**

for standards 6 & 8 when possible

## Principals



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The State Board of Education has voted to use the EVAAS model for sixth and eighth standard ratings. Various technical reports identified EVAAS as one of the most technically strong growth models in use across the nation, and many teachers in NC are already receiving their EVAAS reports.

There may be some cases where EVAAS cannot generate a value-added score, for example, arts classes in which there are no “seat time” requirements. In such cases, we will need to depend on the professional judgment of school administrators.

# Growth Model

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers



## Principals



### How do Value-Added models work?

- They measure growth by predicting how well a student will do on an assessment.

### How do they predict how well the student will do?

- They look at previous test scores and estimate how well the student should do at the end of the year.  
*Every student must grow based on where they start.*

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Value-added models use links between teachers and their students, as well as the students' prior test scores, to predict their scores on assessments. At the end of the year, students who score significantly higher than what was predicted had a teacher with **high value-added**. Students who score significantly lower than what was predicted had a teacher with **low-value added**.

**Value-added models focus on growth, not proficiency.** Consider the example of fifth grade teacher with many students reading at a first-grade reading level. Let's say the students leave reading at a third-grade reading level. If we use measures of proficiency, the teacher does not look very strong. But, if we focus on growth, as we will, the data show what a tremendous teacher this individual is. She made two years worth of growth with her students in one year's time.

# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLS



## Teachers



## Principals



**How will the ratings on  
Standards 6 & 8 work?**

# Principal Rating Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLS



## Principals



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished

### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

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For principals, nothing changes about the first seven standards. For standard eight, the rating options are does not meet expected growth, meets expected growth, and exceeds expected growth.



# Teacher Ratings Categories

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLS



## Teachers



### 5 Rating Categories

Not Demonstrated  
Developing  
Proficient  
Accomplished  
Distinguished



### 3 Rating Categories

Does not Meet Expected Growth  
Meets Expected Growth  
Exceeds Expected Growth

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For teachers, nothing changes about the first five standards. For standard six, the rating options are does not meet expected growth, meets expected growth, and exceeds expected growth.



The rating categories are different because of the nature of what does in the sixth and eighth standards (student growth data).

Imagine if you had 100 categories, would you be able to meaningfully say that a 56 was better than a 57? No.

## Teacher Ratings in 2011-12

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



Teacher EVAAS Growth	School-wide EVAAS Growth
70%	30%
Weighted Average	

### Yearly Rating

- Does not Meet Expected Growth
- Meets Expected Growth
- Exceeds Expected Growth

# 6

### Why is school-wide EVAAS growth included?

- To encourage collaboration and collective ownership of overall outcomes.

**Note:** In 2011-12, teachers without individual EVAAS growth will get school-wide growth for Standard 6.

For teachers, the sixth standard will be some combination of teacher-level EVAAS growth and school-wide EVAAS growth. The State Board included on a 70% individual/30% school-wide weighting. Including school-wide growth, though, is important to encourage all teachers to take some ownership of what takes place at a school.

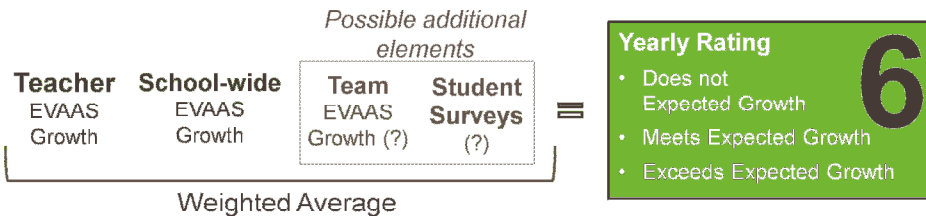
For the 2011 – 2012 school year, teachers in currently non-tested grades and subjects will have a sixth standard rating based only on school-wide EVAAS growth.

# Teacher Ratings in 2012-13

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLS



*We are piloting some additional elements for possible inclusion in Standard 6 in 2012-13*



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As previously mentioned, the State is currently piloting student surveys in 48 LEAs and will also pilot a team value-added component that acknowledges teacher teams that share students, as well as the teacher development and growth that takes place in professional learning communities.

# Principal Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



- Standards 8 rating will be determined using school-wide EVAAS growth

**School-wide  
EVAAS  
Growth**



## Yearly Rating

- Does not Meet Expectations
- Meets Expected Growth
- Exceeds Expected Growth

**8**



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For principals and assistant principals, the eighth standard rating will be based on school-wide EVAAS growth.

# Ratings

Rationale - MET Research - **Standard 6 & 8** - Status - Support - MSLs



## Teachers

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice	6 Contribute to Academic Success
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## Principals

1 Strategic Leadership	2 Instructional Leadership	3 Cultural Leadership	4 Human Resource Leadership	5 Managerial Leadership	6 External Development Leadership	7 Micro-political Leadership	8 Academic Achievement Leadership
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## Key Note on Ratings

- Every educator is evaluated every year
- **Each standard and rating stands on its own (1 out of 6, not 1/6)**
- Ratings are used to create professional development plans each year
- Ratings are used to determine **status**

With State Board policy put in place last summer, all teachers are evaluated annually. Each rating stands on its own because meeting expectations on each one is critical; no standard counts more than any other.

Ratings are used to create professional development plans, and they also will now be used to determine educator status.

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



**What is the difference  
between Ratings and  
Status?**

## Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



### Ratings

- **Teachers**  
6 separate ratings to help teachers grow each year
- **Principals**  
8 separate ratings to help principals grow each year

### Status

- A single overall status that is determined once a principal or teacher has **three years of growth data** to populate 6 or 8
- Categories for Status
  1. **In Need of Improvement**
  2. **Effective**
  3. **Highly Effective**

An educator status is a more holistic picture of educator effectiveness than any one standard taken alone. Three years of data must be in place before a teacher or administrator can receive a status of in need of improvement, effective, or highly effective.



## Status and Standard 6 & 8

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



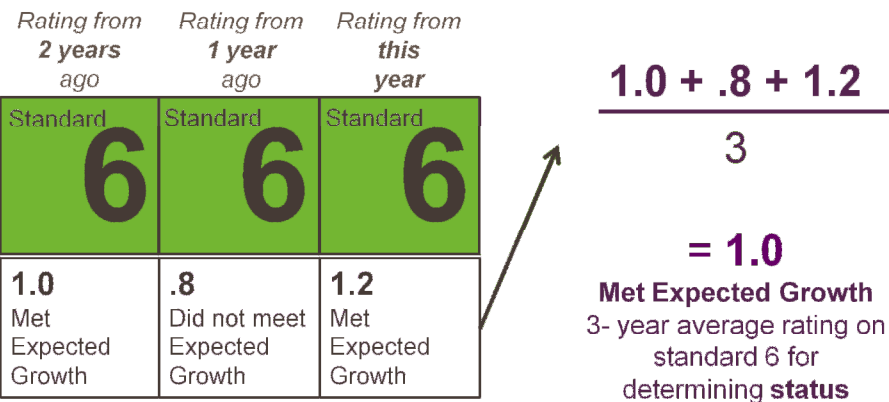
- An educator receives an effectiveness **status** only once she has **3 years of data** on Standard 6 or 8
- A **3-year rolling average** of growth data from standard 6 or 8 is used as part of determining overall **status**

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The use of three years of data safeguards teachers and administrators from any statistical errors. A rolling average will be used to determine status, which means that the teacher's current, and most recent two years of data, will inform a status determination.

## 3-Year Rolling Average Teacher

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



**Note:** A similar methodology applies to principals as well.

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On this slide, you see an example of how the rolling average works. Each year, the teacher received a sixth standard rating based on student growth during that school year. The three values roll up into a three-year average that is used as part of the status determination.

## Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



**So once a educator has a  
three-year average rating  
for Standard 6 or 8, how  
is **status** determined?**

# Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



- The Three **Status** Categories are

1. In Need of Improvement
2. Effective
3. Highly Effective

## Principal Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



### 1. In Need of Improvement

Standards 1-7

In the year

Strategic Leadership 1	Instructive Leadership 2	Cultural Leadership 3	Human Resource Leadership 4	Managerial Leadership 5	External Development Leadership 6	Micro-political Leadership 7
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*Any rating lower than proficient*

**and/or**

Standards 8

Three year rolling average

$$\left( \begin{array}{c} \text{2 years} \\ \text{ago} \end{array} \begin{array}{c} 8 \\ 3 \end{array} + \begin{array}{c} \text{1 year} \\ \text{ago} \end{array} \begin{array}{c} 8 \\ 3 \end{array} + \begin{array}{c} \text{This} \\ \text{year} \end{array} \begin{array}{c} 8 \\ 3 \end{array} \right) / 3$$

*Does Not Meet Expected Growth*

An administrator is in need of improvement if any rating on standard 1 – 7 is developing or not demonstrated, or if the rating for standard 8 is “does not meet expected growth.” Of course, if an administrator’s school is not meeting expected growth, we expect that this will be reflected in one of the other standards.

## Principal Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



### 2. Effective

Standards 1-7

In the year



***Proficient or Higher on Standards 1 - 7***

**and**

Standards 8

Three year rolling average

$$\left( \begin{array}{c} \text{2 years} \\ \text{ago} \end{array} 8 + \begin{array}{c} \text{1 year} \\ \text{ago} \end{array} 8 + \begin{array}{c} \text{This} \\ \text{year} \end{array} 8 \right) / 3$$

***Meets or Exceeds Expected Growth***

## Principal Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



### 3. Highly Effective

Standards 1-7

In the year



***Accomplished or Higher on Standards 1 - 7***

**and**

Standards 8

Three year rolling average

$$\left( \begin{array}{c} 2 \text{ years} \\ \text{ago} \end{array} + \begin{array}{c} 1 \text{ year} \\ \text{ago} \end{array} + \begin{array}{c} \text{This} \\ \text{year} \end{array} \right) / 3$$

***Exceeds Expected Growth***

# Teacher Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



## 1. In Need of Improvement

Standards 1-5

In the year

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice
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*Any rating lower than proficient*

**and/or**

Standards 6

Three year rolling average

$$\left( \begin{array}{c} 2 \text{ years} \\ \text{ago} \end{array} \begin{array}{c} 1 \\ 2 \end{array} + \begin{array}{c} 1 \text{ year} \\ \text{ago} \end{array} \begin{array}{c} 1 \\ 2 \end{array} + \begin{array}{c} \text{This} \\ \text{year} \end{array} \begin{array}{c} 1 \\ 2 \end{array} \right) / 3$$

*Does Not Meet Expected Growth*

A teacher is in need of improvement if any rating on standard 1 – 5 is developing or not demonstrated, or if the rating for standard 6 is “does not meet expected growth.” Of course, if a teacher is not meeting expected growth, we expect that this will be reflected in one of the other standards.



# Teacher Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



## 2. Effective

Standards 1-5  
In the year

1 Demonstrate Leadership	2 Establish Environment	3 Know Content	4 Facilitate Learning	5 Reflect on Practice
--------------------------------	-------------------------------	----------------------	-----------------------------	-----------------------------

*Proficient or Higher on Standards 1 - 7*

and

Standards 6  
Three year rolling average

$$\left( \begin{array}{c} 2 \text{ years} \\ \text{ago} \end{array} 6 + \begin{array}{c} 1 \text{ year} \\ \text{ago} \end{array} 6 + \begin{array}{c} \text{This} \\ \text{year} \end{array} 6 \right) / 3$$

*Meets or Exceeds Expected Growth*

## Teacher Status

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



### 3. Highly Effective

Standards 1-5

In the year



***Accomplished or Higher on Standards 1 - 5***

**and**

Standards 6

Three year rolling average

$$\left( \begin{array}{c} 2 \text{ years} \\ \text{ago} \end{array} 6 + \begin{array}{c} 1 \text{ year} \\ \text{ago} \end{array} 6 + \begin{array}{c} \text{This} \\ \text{year} \end{array} 6 \right) / 3$$

***Exceeds Expected Growth***

This is a very high bar. Please remember that proficiency is what we expect for ratings on standards 1 – 5, and meeting expected growth is what we expect for standard 6. Effective teachers are doing what they need to do for their students. Highly effective teachers are those going above and beyond expectations.

## What will teachers see?

Rationale - MET Research - Standard 6 & 8 - **Status** - Support - MSLs



- **Ratings on Standards 1 – 5** of the Educator Evaluation System (as recorded in online tool)
- **Standard 6 rating** (current year and 2 prior years)
- **Three-year rolling average** of student growth values and accompanying Standard 6 rating (for **Status** determination)
- **Overall Effectiveness Status**

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We want teachers and administrators in NC to have one document with their ratings on their observation-based standards and their student growth standard. Even now, the teacher evaluation rubric is eleven pages long when printed!

This summary sheet will provide teachers with their ratings on standards 1 – 5, their yearly rating on standard six, and, when they have it, the three-year rolling average that helps to determine their effectiveness status on the bottom.

# North Carolina Educator Evaluation System Evaluation Summary Sheet

**Name:** Martha Washington **School:** Independence Elementary School  
**LEA:** Freedom County Schools **Licensure:** Career-Status  
**Overall Status:** Effective

<b>Standard One:</b> Teachers demonstrate leadership.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Two:</b> Teachers establish a respectful environment.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Three:</b> Teachers know the content they teach.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Four:</b> Teachers facilitate learning for their students.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Five:</b> Teachers reflect on their practice.				
Not Demonstrated	Developing	Proficient	Accomplished	Distinguished

<b>Standard Six:</b> Teachers contribute to the academic success of students. *Only three-year rolling average is used to determine overall status.*											
Year One (2009 - 2010)			Year Two (2010 - 2011)			Year Three (2011 - 2012)			Three-Year Rolling Average*		
Individual Student Growth: -1.3 Schoolwide Student Growth: .1 Year One Growth: -1.72			Individual Student Growth: 1.2 Schoolwide Student Growth: .5 Year Two Growth: 1.13			Individual Student Growth: .7 Schoolwide Student Growth: .5 Year Three Growth: .63			0.03		
Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth	Does not meet expected growth	Meets expected growth	Exceeds expected growth

<b>Overall Status:</b>	Needs improvement		Effective		Highly Effective	
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# Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



**How will we support  
Teachers in using the  
evaluation system?**

## Support for Teachers

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLS



- Increased professional development (PD) and support in content and pedagogy
  - Common Core & Essential Standards
  - Data Literacy
  - Pedagogy for engaging students
- State PD Leads working with Local PD Leads to create strong, lasting communities of practice
- Online PD resources

# Support

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLs



**How will we support  
Principals in using the  
evaluation system?**

## Support for Principals

Rationale - MET Research - Standard 6 & 8 - Status - **Support** - MSLS



- Increased training and support in use of the instrument (Standards 1-5)
  - increased consistency/reliability
  - better information for teachers
- Increased professional development regarding instructional leadership and other management practices



# Measures of Student Learning

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



**But we can't measure  
growth for everybody.  
What about the non-  
tested subjects?**

# Measures of Student Learning

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



**Measures of Student Learning**  
are being designed for non-tested  
subjects for district use to populated  
Standard 6



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## Guiding Principles

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



- NC's experienced teachers know their students and their content
- NC teachers are best-qualified to provide input on meaningful assessment of currently non-tested grades and subjects
- Valid measures of what students know and are able to do will likely exceed traditional multiple-choice assessment

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So let's return to the many teachers in NC who teach subjects and grades that are not assessed with state exams? There are three principles that ground this difficult work in the strong expertise of NC's teachers.

800 teachers from 105 LEAs, 10 charter schools, the NCVPS, and Department of Juvenile Justice and Delinquency Prevention have come together to design statewide Measures of Student Learning. Why statewide? Because this system is fair to both teachers and students. Students deserve to receive a high-quality education in all areas of the curriculum, no matter where they attend school. Also, teachers deserve to be evaluated the same no matter what their LEA - with the same rigorous expectations for all.

## What MSLs Are

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



- Measures of what students know and are able to do after completing a course or grade
- Tightly linked to the instruction that a teacher delivers
- ***One*** part of how North Carolina will evaluate the effectiveness of its teachers
- Similar to the common summative assessments that many districts already have in place

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The Measures of Student Learning are built squarely on the Common Core State Standards and NC Essential Standards – what should students know and be able to go after learning the standards?

The Measures of Student Learning will generate part of the sixth standard rating – the part based on the growth of an individual teacher's students. This is only one part of the sixth standard, and the sixth standard is one part of our evaluation system. Remember that teachers must demonstrate certain levels of proficiency on all standards in order to be effective.

In LEAs that already have common final exams, the Measures of Student Learning are not a new idea. The NCDPI is simply scaling up a process used in many LEAs.

## What MSLs Are Not

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**

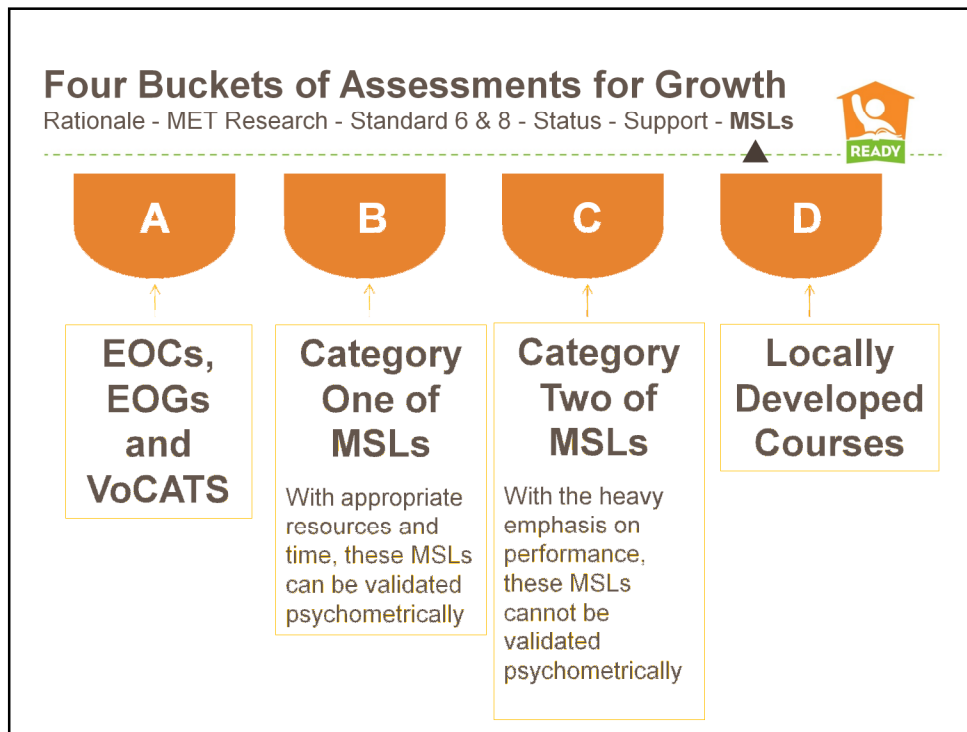


- Multiple-choice standardized exams for all areas of the Standard Course of Study
- Assessments that need to be delivered with the same level of security as EOCs and EOGs
- Designed without teacher input
- The only source of data used to make decisions about a teacher's effectiveness
- Part of the school accountability model

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Given the richness of many of the content standards, multiple-choice assessment may not be the best fit for some subjects. The standards need to drive how to best assess students. Because these Measures of Student Learning are not part of the NC Testing Program, and will not be used for school or federal accountability or reporting, there will be some flexibility in how to administer them.

The LEAs will actually be the “owners” of the Measures of Student Learning. While the NCDPI can bring together teachers, help coordinate with a vendor, and perform psychometric analyses, the data generated belong to students (as part of their course grade), teachers, principals, and districts.



We can think of the Standard Course of Study in NC in four buckets:

Bucket A: Courses and grades with accompanying EOCs, EOGs, and VoCATS

Bucket B: Category One of MSLs (World History, Seventh Grade Social Studies, Fourth Grade Science). These are courses that, in some cases, used to have state assessments. Even if it's not a subject area that has been assessed in a standardized way before, the standards lend themselves to assessments that can be validated psychometrically.

Bucket C: Category Two of MSLs (Band, PE). These are difficult to assess content areas, and assessment is made more complicated because the subjects are not taught in a standardized way. For example, some middle school students have art every day for eight weeks and some have it once a month.

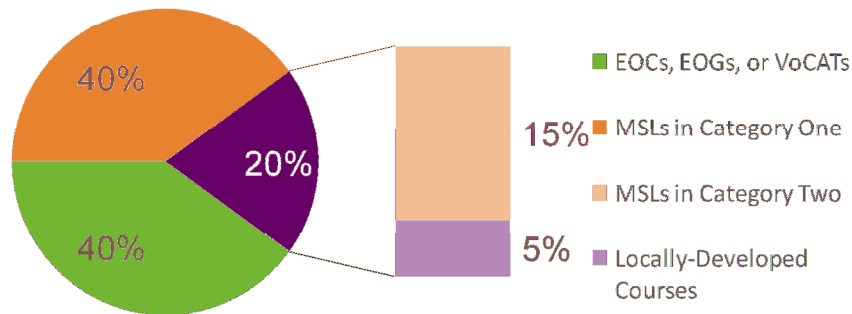
Fourth D: District Electives (Speech and Debate - WCPSS electives). The NCDPI cannot facilitate the creation of Measures of Student Learning for these content areas, although we will provide guidance to LEAs on potential methods and best practices.

## A Picture of Assessment

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



### North Carolina Teacher Workforce



So how many teachers are we actually talking about? Of our ~93,000 person workforce:

About 40% (37,500) teach courses or grades with EOCs, EOGs, or VoCATS

About 40% (37,500) teach courses or grades for which Measures of Student Learning can be fairly easily designed, administered, and fed into the EVAAS model

About 15% (13,500) teach courses or grades that are challenging to assess (band/PE)

About 5,000 teach electives or provide instructional support.

## Three-Phase Process

Rationale - MET Research - Standard 6 & 8 - Status - Support - **MSLs**



### October 2011

Teachers design item specifications for all currently non-tested grades and subjects

### Summer 2012

Teachers create rubrics and guidance for administering and scoring Measures of Student Learning

### Late Spring 2012

Teachers review open-source items and items generated by external vendor(s)

The design process has three phases. The first phase (in the fall) brought the teachers together to complete those feedback protocols. After our vendor (TOPS at NC State University) has generated items based on the teacher feedback, we will bring them back again to review the items. They will return one additional time to help with rubrics and guidance for how to administer and score the Measures of Student Learning.